

1. BASIC INFORMATION

Course	Tourism and Entertainment Industry Geography
Degree program	Bachelor's Degree in Tourism and Leisure Management
School	Social Sciences
Year	First
ECTS	6 (150 hours)
Credit type	Basic
Language(s)	English
Delivery mode	Campus-based
Semester	First semester
Academic year	2025/2026
Professor	Hyeon-Jin Lee

2. PRESENTATION

Over the decades, tourism has experienced continued growth to become one of the world's largest industries affecting and changing the lives of billions of people around the world. These dynamics have turned tourism into a key driver for socio-economic progress. The tourism phenomenon has its root in the human desires and needs of discovering unknown places and escaping from the usual environment. These tourist flows are the form of geographical movement and interaction between two areas with the destination area containing a resource and the generating area having a demand for travel. Key influential factors on these flows include tourism policy, marketing strategies, tourism attractions, connectivity, tourism services, tourists' motivation and so forth.

The aim of this course is to have basic concepts of geography in relation to the tourism industry. Also, it aims to have a comprehensive understanding of the regional geography of tourism - Africa, Americas, Asia and the Pacific, Europe and Middle East - with special focus on tourism typologies and territorial impacts on tourism. The study approach to the regional geography of tourism is taken from two basic perspectives - physical geography and cultural geography – as well as the aspects of tourism demand and supply. These issues will be explored through case studies, reading materials, practical exercises and field visits. Students will be encouraged to take proactive learning by further researching issues, actively engaging in class discussions, conducting individual and team work, and presenting results.

This course examines Organic Law 10/2022, of 6 September, on comprehensive guarantees of sexual freedom. This training not only responds to the current regulatory framework, but also actively contributes to the construction of academic and professional environments that are safer, more inclusive and more respectful of the rights of all people, in line with the Sustainable Development Goals, in particular SDG 5 (Gender Equality) and SDG 16 (Peace, Justice and Strong Institutions). In this way, it addresses the need to educate on respect for human rights, gender equality and diversity in all its expressions.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1: Students should demonstrate they possess and understand knowledge in a field of study that starts from a general secondary education base, and combines ideas found in advanced textbooks with the latest knowledge in that field
- CB3: Students should have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues

Cross-curricular competencies:

- CT3: Group work: Capacity to integrate and collaborate in an active manner with other people, department and/or organizations to achieve the common objectives
- CT4: Written / oral communication: Capacity to transmit and receive data, ideas, opinions and attitudes to achieve comprehension and action, being oral using words and gestures, and being written using writings and/or graphics
- CT5: Analysis and solution of problems: Ability to evaluate the information, break down complicated situations into the component parts, recognize patterns and consider other alternatives, focuses and perspectives to find out ideal solutions and efficient deal

Specific competencies:

- CE3: Capacity to analyze the factors which intervene the local tourism activities in the given territory
- CE4: Capacity to make a qualitative analysis of the positive and negative impacts on the tourism and leisure activities in the territory
- CE5: Capacity to identify the tourism and leisure activities which are accessible and respectful to the environmental, cultural and social values of the given territory
- CE6: Capacity to identify the needs of technical planning of the tourist infrastructures and installations

Learning outcomes:

- LO1: Comprehend the basic concepts of the tourism geography and the distribution of the tourism activities in the world
- LO2: Elaborate diagnosis on the situation of the tourism activity at different levels (local, provincial, regional and national)
- LO3: Identify the tourism and leisure activities which meet the characteristics of the territory and are accessible, sustainable and respectful to the environmental, cultural and social values of the given territory
- LO4: Elaborate diagnosis on the needs of the technical planning of the spaces of the destination for the tourism and leisure activities

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CT4, CE3	LO1: Comprehend the basic concepts of the tourism geography and the distribution of the tourism activities in the world
CB3, CT3, CT5, CE3	LO2: Elaborate diagnosis on the situation of the tourism activity at different levels (local, provincial, regional and national)
CT3, CT4, CT5, CE4, CE5	LO3: Identify the tourism and leisure activities which meet the characteristics of the territory and are accessible, sustainable and respectful to the environmental, cultural and social values of the given territory
CB3, CT3, CT5, CE4, CE6	LO4: Elaborate diagnosis on the needs of the technical planning of the spaces of the destination for the tourism and leisure activities

4. CONTENT

The subject is organized into six learning units, which will be further divided into the topics:

- Concepts, tools, and sources for studying the geography of tourism, leisure, and recreation.
- Factors that influence tourism, leisure, and recreational activities: strengths and weaknesses of tourism resources, climate, transportation, etc.
- Diversity of tourism areas and their typologies: coastal, rural, urban, natural areas, and mountain areas.
- Main tourist' focus and flows.
- Territorial impacts of tourism, leisure, and recreational activities.
- Sustainability, accessibility, and territorial planning in tourist areas.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Lectures / online conference
- Case studies
- Cooperative learning
- Problem-based learning
- Field experiences

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each:

Campus-based mode:

Learning activity	Number of hours
Tutorials	11 h
Lectures	16 h
Asynchronous lectures	14 h
Autonomous work	50 h
Oral presentations	5 h
Case analysis and problem-solving	25 h
Participatory group activities	25 h
Knowledge tests	4 h
TOTAL	150 h

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Knowledge tests	40%
Case analysis and problem-solving	15%
Written work	20%
Oral presentations	25%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. Ordinary Call

To pass the subject in the ordinary examination, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final exam so that it can be averaged with the rest of the activities.

The European University of Valencia establishes continuous assessment as the evaluation system for the knowledge, skills, and basic, general, transversal, and specific competencies of the tourism and leisure management degree program, in accordance with the provisions of the Degree Program Assessment Regulations. In this regard, and for the purpose of using examination attempts, the student should be aware that if any evaluation system specified in the Learning Guide is used, in the ordinary examination, the student will receive an overall grade for the subject, thus consuming an examination attempt.

According to the aforementioned Regulations, students enrolled in on-site degree programs are required to justify at least 70% of their class attendance as a necessary part of the evaluation process. In the case of theoretical or practical classes specified as mandatory by the teacher in the subject schedules, the student must record a 90% attendance, whether the absence is justified or not. Failure to provide documentation through the means proposed by the University will empower the teacher to grade the subject as failed in the ordinary examination, following the grading system.

7.2. Extraordinary Examination

To pass the subject in the extraordinary examination, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final exam so that it can be averaged with the rest of the activities.

Uncompleted activities from the ordinary examination must be submitted after receiving the corresponding corrections from the teacher, or those that were not submitted.

The European University of Valencia establishes continuous assessment as the evaluation system for the knowledge, skills, and basic, general, transversal, and specific competencies of the tourism and leisure management degree program, in accordance with the provisions of the Degree Program Assessment Regulations. In this regard, and for the purpose of using examination attempts, the student should be aware that in the extraordinary examination, the Objective Knowledge Test (POC) will determine whether an examination attempt is used or not. In the exceptional case where the student only needs to pass evaluation systems other than the POC, they will be considered "NP" if they do not present them and will receive a numerical grade if they present at least one of them.

According to the aforementioned Regulations, students enrolled in on-site degree programs are required to justify at least 70% of their class attendance as a necessary part of the evaluation process. In the case of theoretical or practical classes specified as mandatory by the teacher in the subject schedules, the student must record a 90% attendance, whether the absence is justified or not. Students who, due to non-compliance with this requirement, must take the extraordinary examination, must complete whatever activities the teacher determines to recover this part.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1. Case analysis, written work and oral presentation	Week 3
Activity 2. Case analysis, written work and oral presentation	Week 5
Activity 3. Case analysis, written work and oral presentation	Week 8-16
Activity 4. Final knowledge test	Week 17

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Goeldner, C.R. and Ritchie, J.R. (2012). *Tourism: principles, practices, philosophies*. John Wiley & Sons, Inc. ISBN: 978-1-118-07177-9
- Hall, C.M. and Page, S.J. (2014). *The Geography of Tourism and Recreation - Environment, Place and Space*. 4th Edition. Routledge. ISBN: 9780203796092

The recommended Bibliography is:

- World Tourism Organization (2024). *World Tourism Barometer*. Volume 22. Issue 2. UNWTO. ISSN: 1728-9246
- World Tourism Organization (2023). *International Tourism Highlights 2023 Edition*. UNWTO. ISBN: 978-92-844-2498-6
- World Tourism Organization (2019). *UNWTO Tourism Definitions*. UNWTO. ISBN: 978-92-844-2085-8

- OECD (2018). *OECD Tourism Trends and Policies 2018*, OECD Publishing. ISBN: 978-92-64-28738-9
- World Tourism Organization (2018) *Asia Tourism Trends 2018 Edition*. UNWTO and Global Tourism Economy Research Center. ISBN: 978-92-844-2002-5
- World Bank (2014). *Tourism in Africa : harnessing tourism for growth and improved livelihoods*. World Bank. ISBN: 978-1-4648-0190-7
- World Tourism Organization (2010). *Tourism Satellite Account: Recommended Methodological Framework 2008*. United Nations Publication. ISBN 978-92-1-161520-3
- Boniface, B. and Cooper, C. (2009). *Worldwide Destinations: The Geography of Travel and Tourism*. 5th Edition. Elsevier Ltd. ISBN: 978-0-7506-8947-2
- Williams, S. (2009). *Tourism Geography – A new synthesis*. 2nd Edition. Routledge. ISBN 0-203-87755-1

10. EDUCATIONAL GUIDANCE, DIVERSITY & INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.